Saskatchewan
Education

Indian and Métis Education Policy from Kindergarten to Grade XII

April 1989

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90-03555/

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Indian and Métis Education Principles Within the Saskatchewan Department of Education's K to 12 Program

Four principles guide the development of education programs for and about Indian and Métis peoples by Saskatchewan Education.

These are:

- Indian and Métis peoples must be given the opportunity to participate fully in the education system at all levels.
- The education system must recognize Indian and Métis students are the children of peoples whose cultures are, in many ways, very different from those of the people who established the school system. These differences which may include learning styles, language and world-view, must be accounted for in curriculum, programs, teaching methods and climate in the schools attended by Indian and Métis children.
- There must be co-operation and consultation among all federal, provincial, local and Indian and Métis authorities to ensure co-ordination of efforts to meet the needs of Indian and Métis students.
- Efforts to improve the success of Indian and Métis students in school are most effective at the school-community level.

These four principles form the basis for the policy which guides the day to day operation and long and short term planning of Saskatchewan Education in relation to Indian and Métis education. The principles are also guides to all department divisions in the development and delivery of all programs to school divisions, schools, post-secondary institutions and students in Saskatchewan.

Indian and Métis Education Policy

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students.

Policy Objectives

- To establish short term and long term goals that will meet the educational needs of Indian and Métis and Non-Aboriginal students in provincial education institutions.
- To provide direction and leadership in the development and implementation of Indian and Métis education programs which meet the needs of urban, rural and northern Indian and Métis peoples.
- To establish processes by which Indian and Métis peoples can become directly involved in the decision-making which determines educational programs in the province.
- To ensure that all curricula and materials present Indian and Métis peoples accurately in historical and modern terms and that Indian and Métis oriented materials and concepts are a part of all subject areas.

To meet these objectives, Saskatchewan Education will develop, implement and monitor programs and initiatives in seven broad areas:

1. Policy;
2. Indian and Métis participation in the education system;
3. Curriculum and Instructional Resources;
4. Special needs;
5. Teacher and administrator pre-service and in-service;
6. Research and evaluation;
7. Liaison and coordination with other education agencies.

Policy

- Saskatchewan Education will develop and maintain a policy on Indian and Métis education.
- This policy will be subject to review by Saskatchewan Education at least every five years, and revisions to the policy will be made in consultation with the major organizations and institutions directly concerned. These will include, but not necessarily be limited to:
  - Federation of Saskatchewan Indian Nations (F.S.I.N.)
  - Métis Society of Saskatchewan
  - The Minister's advisory committee on Indian and Métis education
  - Saskatchewan Teacher's Federation (STF)
  - Saskatchewan School Trustees Association (SSTA)
  - League of Educational Administrators, Directors and Superintendents (LEADS)
  - Post secondary institutions and their staffs.
- Nothing in the policy or program initiatives of Saskatchewan Education assumes or diminishes in any way the legal and historical obligations that the Government of Canada has to Aboriginal peoples.
- In the development and implementation of policy and programs, the unique needs and realities of Northern Saskatchewan will be taken into account.

Indian and Métis Participation in the Education System

- Saskatchewan Education will work with the boards of education, Indian and Métis organizations and post secondary institutions and with Indian and Métis parents to provide the means for Indian and Métis peoples to influence the education system at all levels.
- The Community Schools program, the Saskatoon Native Survival School, Indian and Métis Education Development Program projects, some aspects of the in-service modules, NORTEP, SUNTEP, the Native Services Branch of SIAST and a variety of other projects serve as models for developing this participation.
- Saskatchewan Education will place Indian and Métis peoples on all appropriate department and Ministerial advisory and policy committees which include representation from outside the department.
- Saskatchewan Education, as part of the Government of Saskatchewan, will continue to follow an affirmative action hiring policy.
- Saskatchewan Education will work with the boards of education, teacher training institutions and the Saskatchewan Teachers' Federation to assist Indian and Métis peoples in becoming professional educators at all levels.
- Saskatchewan Education will support and assist school divisions and others in developing Education Equity strategies which will increase the number of Indian and Métis professionals in the education system.
- Programs in Indian and Métis education funded by Saskatchewan Education will contain provision for the employment of Indian and Métis peoples.
- Alternate models of education and school governance may be developed and implemented by public and separate boards of education with the support and assistance of Saskatchewan Education as demonstration projects or as established alternative methods of delivering education to Indian and Métis peoples, e.g. the Saskatoon Native Survival School.

Curriculum and Instructional Resources

- Saskatchewan Education will, with advice and direction from the Minister's advisory committee on Indian and Métis education, develop core and other curricula in Indian and Métis education. ***The Five Year Action Plan for Native Curriculum Development*** (1984) (Appendix A) will provide the direction for the development and implementation of these curricula.
- The development work will be continuous and not cease at the end of the initial five year plan. IMCAC will become an ongoing advisory committee to the Minister.
- During each fifth year of its operation, the role, mandate and composition of the Minister's advisory committee on Indian and Métis education will be reviewed by the committee and the Minister of Education. Recommendations will be made to improve the effectiveness of the Committee.
- The three major curriculum objectives are:
  - The inclusion of Indian and Métis content in all core curricula for all students in the province;
  - – The development and implementation of programs for and about Indian and Métis students, for example: Native Studies.
    - The development and implementation of Indian languages programs.
  - The development and identification of instructional resources for core and other curricula.
- All curriculum and instructional resources development undertaken by Saskatchewan Education will include appropriate and sufficient Indian and Métis content.
- Recommended instructional resources shall be evaluated for stereotyping, bias, racism and other inaccuracies.
- ***The Five Year Action Plan for Native Curriculum Development*** and its successors are a mandate of all divisions within Saskatchewan Education.
- The "Principles and Guidelines for Indian and Métis Curriculum Development" (Appendix B) have been adopted and are in effect within Saskatchewan Education. The department will ensure that other curriculum developers adhere to these Principles and Guidelines as well.
- Saskatchewan Education will cooperate with Indian and Métis organizations and individuals in the development of curricula and materials.
- The Minister's advisory committee on Indian and Métis education shall be represented on all curriculum advisory committees established by the department. The committee will nominate representatives through the Community Education Branch.
- The Community Education Branch has the lead role in developing Indian and Métis curriculum and support materials, and will maintain the Indian and Métis Curriculum Development Team for that purpose.
- The committee serves as an external validation group for instructional resources and curriculum developed by the Community Education Branch.

Special Needs

- Projects in programming and materials development will be undertaken by Saskatchewan Education to meet the needs of Indian and Métis students. These projects include, but are not limited to the following:
  - alternative education programs (for example, the Saskatoon Native Survival School);
  - home-school liaison programs (for example, IMED projects);
  - tutorial programs;
  - ESL/D programs;
  - drop-out prevention programs.
- In most circumstances, these programs and projects will be funded on a pilot basis in cooperation with school divisions and Indian and Métis organizations with the understanding that, if successful, other funding mechanisms will be found through the regular grants procedures to provide for program continuance.
- Indian and Métis people and organizations must be included in the development and implementation of these programs. In accordance with employment policies and programs of school divisions, people of Indian and Métis ancestry should be given preference in hiring for positions created by these programs, with the approval of the Saskatchewan Human Rights Commission.

Teacher and Administrator Pre-service and In-service

- Saskatchewan Education advocates cross-cultural training as an integral part of the pre-service training for all teachers in Saskatchewan. The preferred option would be to include cross-cultural components in the existing courses, particularly methods courses, required by the Universities. Training in English as a Second Language/Dialect should also be provided in language arts course.
- Saskatchewan Education supports the availability of courses about Indian and Métis peoples for teachers in-training, in order to provide them with an accurate knowledge of the history and cultures of Native peoples in historical and contemporary contexts.
- Saskatchewan Education supports the availability of Indian Languages courses for teachers in-training.
- Saskatchewan Education will continue support for SUNTEP and NORTEP, and will continue to cooperate with other Indian and Métis teacher education programs in the province.
- Saskatchewan Education will develop in-service sessions on Indian and Métis education, particularly in the areas of:
  - Indian and Métis awareness;
  - cross-cultural education;
  - materials evaluation;
  - instructional methods of teaching Indian and Métis children and for teaching about Indian, Métis and Inuit peoples;
  - developing Indian and Métis participation in the education system.
- Indian and Métis education in-service sessions developed by Saskatchewan Education will be delivered by practicing teachers and education professionals trained by the department. The Regional Coordinators of Curriculum and Instruction will be involved in the training and delivery processes. All school divisions are expected to provide time for at least the Awareness sessions.
- In-service modules in support of new curriculum and other initiatives developed by Saskatchewan Education will include appropriate Indian and Métis education components.

Research and Evaluation

- Saskatchewan Education will undertake, initiate or contract for research projects and studies that provide necessary data for the development and implementation of Indian and Métis education programs.
- Saskatchewan Education will keep up to date on the research that is being carried out by other agencies in the province and elsewhere.
- Saskatchewan Education will evaluate the progress of its programs and initiatives in conjunction with cooperating agencies. This evaluation may include:
  - formal evaluations by contracted agencies or experts;
  - informal evaluations by department personnel;
  - a continuous evaluation system built into a program or project;
  - formal internal evaluations by department personnel.

Liaison and Coordination

- Saskatchewan Education, through the Community Education Branch, will maintain liaison and cooperate with organizations and institutions involved in Indian and Métis education.
- Cooperation with Indian Band and federally controlled education agencies will be maintained.
- Saskatchewan Education will maintain contact with the other Territorial and Provincial education ministeries in order to share developments in Indian and Métis education.
- Saskatchewan Education will, from time to time, pilot and field test curriculum and materials through Band and Federal schools under the following conditions:
  - the Band or Federal schools agree to participate in a field test or pilot;
  - the Band education authority or Indian and Northern Affairs Canada (INAC) agrees to pay costs associated with the in-service or training necessary for teachers or others who will participate;
  - any other costs assumed by school divisions also piloting or field-testing the curriculum or materials will be assumed by the Band education authority or Indian and Northern Affairs Canada.
- The present method of registering students at the secondary level enrolled in Band or federal schools will continue until a review of registration policy can take place.
- Saskatchewan Education may from time to time, provide materials such as curriculum guides and support materials to Band and federal schools, but the usual procedure will be for Band and federal schools to purchase such materials through the Educational Resources Distribution Branch.
- The Community Education Branch will establish mechanisms for informing the general public and the education community about the developments in Indian and Métis education.
- Band Education Directors and federal District Superintendents of Education will receive all information items sent by the Department of Education in the provincial system.

Administration of Programs

- The Community Education Branch carries the primary responsibility for developing, implementing and monitoring Indian and Métis – specific programs for Saskatchewan Education and for the development and revision of Indian and Métis education policy.
- The Community Education Branch will maintain close contact with other branches, divisions and regional offices within the department and coordinate Indian and Métis education initiatives.
- Indian and Métis people will be represented on all appropriate advisory committees, task forces, etc. established by the department and Minister. The Community Education Branch, often through the Minister's advisory committee on Indian and Métis education may nominate candidates.
- The Community Education Branch will maintain contact with Indian and Métis education organizations directly and through the Indian and Métis Education Advisory Committee. Contact with school divisions and the universities will also be maintained.
- The Community Education Branch will also maintain contact with and work with Band education authorities and Indian and Northern Affairs Canada.
- The Community Education Branch will maintain contact and cooperate with the Indian and Native Affairs Secretariat, Government of Saskatchewan.

Appendix A: The Five Year Action Plan

The ***Five Year Action Plan for Native Curriculum Development*** is available upon request from:

Saskatchewan Education
Community Education Branch
2220 College Avenue
Regina, Saskatchewan
S4P 3V7
Phone: 787-6684

Appendix B
Principles and Guidelines for Indian and Métis Curriculum Development

Improvements to the education of Indian and Métis students are dependent upon changes in the processes of development (evaluation, design, implementation and maintenance), the instructional approaches taken, and the presentation and representation of curricula and materials. The following principles and guidelines outline the direction that these changes should take to benefit all Saskatchewan students.

Involvement of Indian and Métis People

Indian and Métis people will be involved in educational planning and curriculum development.

- Indian and Métis people will be recognized as partners in the curriculum development process through representation on curriculum committees, task forces, reference committees, project teams and other committees of the department.
- As partners, Indian and Métis people will participate in the decision-making process as well as in an advisory capacity.
- The knowledge within Indian and Métis communities and institutions will be utilized in the development of Indian and Métis content.

Suitability of Instructional Approaches

The dignity of students, both individually and collectively will be respected by utilizing instructional approaches which are sensitive to Indian and Métis cultural values.

- The Indian and Métis perspective will be considered when selecting instructional approaches.
- The diverse cultural experiences of Indian and Métis students will be a basis for determining instructional approaches.
- A variety of instructional approaches will be used to accommodate a variety of learning styles.
- Teacher education will be structured to include skills and knowledge necessary to teach Indian and Métis students.

Adequacy of Curriculum

Indian, Métis and Inuit peoples will be represented in the core curriculum and elective courses at all grade levels. They will be presented fairly and accurately in all curricula and materials approved and developed by Saskatchewan Education. Courses and programs will be developed to meet the specific needs and interests of Indian and Métis students.

- Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- A strong curriculum emphasis will be given to Indian/Métis Studies, Indian languages, and English language development.
- Curricula and materials will reflect the legal, cultural, historical, political, social, economic and regional diversity of Indian, Métis, and Inuit peoples.